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ABSTRACT

The objectives of a study were (1) to describe the various reasons why vocational decisions which are incongruent with measured interest patterns, but which appear to be governed by traditional sex roles, are made; (2) to determine the extent to which such incongruities are attributable to sex stereotyping; and (3) to assess the probability that any existing sex stereotyping can be negated by the time the adolescent is making vocational choices. A sample of 128 Indiana high school students were interviewed individually or in small groups. Of the students interviewed, 80% indicated plans to enter a traditional career choice in regard to sex stereotyping while only 13% indicated plans to enter a nontraditional occupation (7% were undecided). Five factors were identified as primary influences on student career plans: experiences in courses, interests, role models, economics, and peer and/or relatives' influences. However, only three of these factors were identified as influential by students choosing the nontraditional careers: experience in courses, models, and interests. Major influences contributing to the development and maintenance of stereotypical thinking identified by all students were tradition, differing expectations, school-related experiences, and role models. Finally, recommendations were made for consideration of activities which would work toward the attainment of educational equity in vocational education. (BM)

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ED145135

FINAL REPORT

SEX AS A DETERMINANT IN VOCATIONAL CHOICE

New Educational Directions, Inc.

13-76-C-13

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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New Educational Directions, Inc.
P.O. Box 307
Crawfordsville, Indiana 47933

June 1977

State Board of
Vocational and Technical Education

OE 012 694

INFORMATION SHEET

A. Kind of Project: (check one)

1 X Experimental	4 ___Demonstration
2 ___Developmental	5 ___Evaluative
3 ___Pilot	6 ___Exemplary

B. Population

TYPE	NUMBERS (affected by project)
a Disadvantaged	a
b Handicapped	b
c Migrant	c
d Minority	d
e Combination of the above	e
f Other_____	f

GROUP	
1 Pre-school	1
2 Elementary	2
3 Junior High School	3
4 Middle School	4
5 Senior High School	5
6 Postsecondary	6
7 Adult	7
8 University	8
9 Employer	9
10 Employee	10
11 Citizens	11
12 Parents	12
13 Combination of the above____	13

LOCALITY (check the one which encompasses the locality involved)

a National	a
b State	b
c Region	c
d District	d
e County	e
f Area	f
g School Corporation (LEA)	g

TABLE OF CONTENTS

	Page
Introduction	1
Procedures	1
Findings	2
Suggestions of Students	8
Conclusions	9
Recommendations	9
Bibliography	13
Financial Statement	14

CHARTS

I--Interview Sample	2
II--Traditional Vocational Choices	3
III--Nontraditional Vocational Choices	4
IV--Factors which Influence Traditional Career Choice	5
V--Factors which Influenced Nontraditional Career Choice	5
VI--Considered Nontraditional Occupations	6
VII--Reasons Given for Rejecting Nontraditional Occupations	6

APPENDICES

Appendix A--Literature Review

Appendix B--Interview Guide

Appendix C--Student Selection Procedures

Introduction

The objectives of this study as identified in the funding proposal were to:

1. provide a description of the reasons why vocational decisions which are incongruent with measured interest patterns, but which appear to be governed by traditional sex roles, are made;

2. determine the extent to which such incongruities are attributable to sex stereotyping; and

3. assess the probability that any existing sex stereotyping can be negated by the time the adolescent is making vocational choices.

The interview technique was chosen as the means by which the project staff obtained the views on sex stereotyping of high school juniors and seniors. It is felt that these comments and opinions have credence and should be considered as the State Board of Vocational Education develops strategies and approaches to counteract sex stereotyping toward and for obtaining educational equity in Indiana's vocational-educational education.

This report also provides the SBVE with baseline data which can be utilized to assess the effectiveness of any affirmative actions implemented for the purpose of eliminating sex role stereotyping in determining student career choices. Also included in this report is a description of the procedures, findings of the research, conclusions drawn from the findings, and recommendations.

Procedures

In the initial stage of this project, NED concluded a literature review to determine the existing research findings in the area of sex role stereotyping. This complete report is included as Appendix A.

The second phase in the project was to develop an interview guide which would:

1. determine the extent to which sex stereotyping influences junior and seniors' vocational decisions;

2. determine the extent to which these students are aware of the nature of sex stereotyping; and

3. obtain student suggestions for counteracting sex stereotyping in regard to vocational plans.

This interview guide is included as Appendix B.

One hundred twenty-eight (128) juniors and seniors from Indiana's public schools were interviewed individually in an audio studio environment from [illegible] ceding four. See Chart I.

CHART I

INTERVIEW SAMPLE

N=128

Interview Location	Total Number of Students	Number of Males	Number of Females
South Bend	4	3	1
Bloomington	6	4	2
Columbus East High School	33	8	25
Elkhart	38	24	14
Career Center-Elkhart	19	10	9
Central High School-Elkhart	19	14	5
New Albany	32	16	16
New Albany High School-New Albany	14	5	9
Floyd-Central High School-New Albany	18	11	7
Clarksville High School	15	4	11
Total Number Interviewed	128	59	69

The young men and women who participated in these sessions represented a variety of ability levels, interest areas, community types, and secondary programs from high schools in the northern, central, and southern regions of the state.

Student selection criteria is discussed more fully in Appendix C. Responses to the questions were recorded and are reported in the following section entitled Findings.

Findings

Of the students interviewed, 80% plan to enter what NED defines as a traditional career choice in regard to sex stereotyping (See Chart II for choices).

CHART II

TRADITIONAL VOCATIONAL CHOICES

N=102

Female Choices	Number	Male Choices	Number
Medical Assistant (dental hygienist, nurse, physical therapist, veterinarian assistant)	13	Lawyer	2
Psychology	1	Electronic Major	2
Social Worker	1	Engineer	2
Teacher	6	Pre-Dental/Pre-Med Major	2
Secretary	6	Pilot	1
Bookkeeper/Accountant	2	Science Major	2
Bank Teller	1	Psychologist	2
Sales Person	1	Forest Ranger	1
Computer Processer	2	Insurance Salesman	1
Stewardess	1	Accountant	3
Interior Designer	1	Business Professional	4
Photographer	2	Photographer	1
Floral Designer	2	Foreign Language	2
Actor/Singer	1	Television Producer	1
Beautician	4	Writer	2
Commercial Seamstress	1	Recreation Director	1
Food Service Worker	1	Music Director	1
Housekeeper	1	Art	5
Babysitter	1	Chef	1
		Farm or Factory Laborer	1
		Storekeeper	1
		Football Player	1
		Bartender	1
		Printer	1
		Auto Body Repairman	2
		Engine Repairman	1
		Heating/Air Conditioning Businessman	1
		Construction Laborer	2
		Bricklayer	1
		Carpet Layer	1
		Draftsman	1
		Plumber	1
		Welder	3
TOTAL	48		54

Thirteen percent indicated plans to enter nontraditional occupations. In defining nontraditional occupations, NED considered each student's aspiration in his/her chosen field. For example, a traditional policewoman's role has, in the past, included desk duties and assignments which are free from danger. However,

the females who had chosen a career as a policewoman were interested in these duties and assignments typically carried out by policemen. It is important to note only one of those students planning to enter a nontraditional occupation is a male (see Chart III for choices). The majority of females, however, who indicated nontraditional occupations, chose careers requiring at least a four-year post-high school degree.

CHART III

NONTRADITIONAL OCCUPATIONAL CHOICES

N=17

Female Choices	Number	Male Choices	Number
Pharmacist	2	Nursing	1
Law Enforcer	4		
Horticulture/Agriculture Major	1		
Business Professional	3		
Math Major	2		
Psychiatrist	1		
Theatre Set Builder	1		
Biologist	2		—
TOTAL	16		1

Seven percent of the students interviewed are undecided concerning their career choice.

When students were asked if sex stereotyping influenced their career decision, 41% indicated that if had not, while 23% stated that it had limited their choices. The remaining 36% were either undecided in regard to their future plans or were non-responsive in this area.

Whether students were directing themselves toward traditional or nontraditional careers, five factors were identified as primary influences on student career plans. These primary influences are:

1. Experiences in the form of courses taken, particularly at the junior and senior high school levels and also work experiences obtained through summer jobs, part time work and/or formal work experience programs. It was found in this project that course experiences were stated most often as an influential factor in choosing a career (40% of the responses).

2. Personal interests which relate to the selected occupational area as perceived by the individual such as equating forest ranger with being in the woods or flight attendant with travel.

3. Exposure to role models such as parents, siblings, other relatives, and/or older friends.

4. Economics in the form of selecting occupational areas which the individual felt had a maximum earning potential for her/him within the limits of the training she/he was willing to obtain. It is important here to note that the economic factor frequently will preclude a male's interest in a traditionally female occupation since the latter tend to be lower paying for any given skill level.

5. Peer and/or relatives influences such as praise or rejection of a tentative occupational choice expressed by an individual.

Below is a chart showing the percent of responses as they are broken down into the factors which influenced the interviewed students in choosing a career.

CHART IV

FACTORS WHICH INFLUENCE TRADITIONAL CAREER CHOICE

N=119

Factors	Percent
Experience in courses	40
Interests	22
Role models	19
Peer and relatives influence	9
Economics	6
Work experience	4

In focusing on only those students who have chosen a nontraditional career in this report, consideration must be given to the fact that only seventeen students are included in this population. However, the data collected indicated that only three factors influenced these students choices as shown in Chart V.

CHART V

FACTORS WHICH INFLUENCED NONTRADITIONAL CAREER CHOICE

N=17

Factors	Percent
Experience in courses	59
Models	24
Interests	17

Of the 111 students who did not choose a nontraditional occupation, 1/3 expressed that they had considered a nontraditional occupation at one time. As can be noted on Chart VI over 4/5 of this group are females.

CHART VI
CONSIDERED NONTRADITIONAL OCCUPATIONS

N=35

Female Choices	Number	Male Choices	Number
Dentist	2	Receptionist	1
Jockey	1	Cosmetologist	2
Doctor	4	Physical Therapist	1
Pharmacist	1	Nurse	1
Electronic Engineer	1	Interior Decorator	1
Policewoman	2		
Welder	2		
Racer	1		
Mechanic	2		
Lawyer	3		
Construction Worker	1		
Factory Worker	2		
Psychiatrist	1		
Veterinarian	2		
Truck Driver	2		
Computer Programmer	1		
Forest Ranger	1		—
TOTAL	29		6

Several reasons were given for rejecting a considered nontraditional vocation as summarized in Chart VII below.

CHART VII

REASONS GIVEN FOR REJECTING NONTRADITIONAL OCCUPATIONS

N=35

Reason	Number of Males	Number of Females
A preference to chosen field	2	7
non-traditional career requires too much work	0	7
Parental influence	2	5
Not compatible with wife and mother role	0	2
Teacher influence (in related subject area)	1	1
Too embarrassed to pursue career	1	0

Five students stated that they have not totally rejected this choice and another two students indicated that they considered a nontraditional career at a very early age but later rejected it.

Many of the students commented that it was more acceptable for a female than a male to choose a nontraditional career. These students further explained that males do not consider nontraditional occupations because of the feeling that they need to preserve their masculinity. Also cited as a reason was the fact that traditional female occupations are typically lower paying than those of traditional male occupations.

It is also interesting to note that many students had considered taking a nontraditional course in junior or senior high, but had decided against enrolling becasse they did not want to be the only male/female in the class, they did not have enough time in their schedule, and/or they were discouraged by their parents or school personnel.

Major influences contributing to the development and maintenance of stereotypical thinking identified by the interviewed students were:

1. Tradition expressed through statements such as, "That's the way its always been."
2. Differing expectations for males and females by parents, peers, and society. For example, boys are rough, tough, and don't cry; while girls are sweet, gentle, and cry. These expectations are reinforced in their daily lives through the toys available, games and play, books, and television.

   In a study of task responsibilities of 806 school-age children, Lynch found that traditional patterns prevail, with girls doing "girls' work" and boys doing "boys' work". It was found that with children from age 9-11, females did eight minutes of household work compared to males who did only five. At ages 12-17, females participated in over twice the amount of household tasks as compared with tasks of males.[1]
3. School related experiences such as teacher attitudes and the courses that are available primarily on the basis of sex.

   Teachers, particularly those who teach at the elementary level, do have differing expectations for females and male students; this finding is reported by Levy as follows:

   > *"For girls, the schools' expectations and traditional sex-roles are congruent and provide a strong double-barreled message reinforcing girls' obedience, docility, and dependence. For boys, the school's expectations often conflict with traditional sex-role expectations, resulting in a confusing double message: Be aggressive, active, achieving, and independent (be masculine), but also be passive, quiet, and conforming (be a good pupil)."*[2]

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[1]Mary Lynch, "Sex Role Stereotypes: Household Work of Children", Human Ecology Forum 5 (3) (Winter 1975), pp. 22-26.

[2]Betty Levy, "Do Schools Sell Girls Short?", Today's Education 61 (9) (December 1972), pp. 27-29.

4. Role models including parents, home training and general environment. Most of the models to whom students are exposed including female elementary teachers, male principals, female school crossing guards, and male school custodians reinforced sex stereotyping for students during their formative years.

Throughout the interviews, it was noted repeatedly by the students that "things are changing" relative to sex role stereotyping in our everyday lives. They point to the Women's Rights Movement and the controversy concerning the Equal Rights Amendment as major forces in creating an awareness of the degree to which sex stereotyping is active in our society and the impact that it has on our lives.

Students were asked to identify the age at which sex stereotyping has its greatest influences on them. Of the 96 students who responded to this question 34% felt that the greatest influence was between birth to the age of five. Thirty-three percent indicated its greatest effect occurred in grade school, 13% felt the pressure was the greatest in junior high, and 18% stated high school. The remaining 2% felt it was a life-long process.

The students who were interviewed did offer a number of suggestions for facilitating the process of attaining sex equity which will be of interest to all educators.

Suggestions of Students

1. Make students more aware of both nontraditional and traditional occupational opportunities by way of: films, career information, nontraditional models, and through counselor contacts;

2. Change the attitude of teachers, counselors, and others through awareness and training activities;

3. Open all classes to both sexes; for example, allow girls to enroll in auto mechanics;

4. Encourage and support those students who enroll in nontraditional courses and/or are considering nontraditional occupations;

5. Revise course materials that promote sex stereotyping; and

6. Assess classroom climate and course names to assure that these do not encourage sex stereotyping. For example, a course entitled agriculture could be change to horticulture, or animal science, and courses entitled home economics could be changed to more descriptive titles based on the actual course content.

Conclusions

NED corcludes that Indiana's high school juniors and seniors are indeed growing aware of sex stereotyping and its influence on people in general. This conclusion is clearly demonstrated by the students' abilities to identify within the constraints of their own environments practices which nurture sex stereotyping. It is evident

also through the students admonitions that they are aware of change brought about by the Women's Rights Movement and the Equal Rights Amendment. As awareness increases, the general readiness for change also increases. At this point in time, it appears that the sex equity movement is at a stage of development which parallels the Civil Rights Movement of the early sixties. The climate for change exists, what is required is the development of effective strategies and approaches to affect that change. However, this change does not yet appear to go beyond the awareness stage in most cases as reflected in the present traditional career choices as stated by the majority of the students.

This project found that the majority of students who have chosen nontraditional occupations are planning vocations requiring a four-year college program. This point is of particular interest to the SBVTE which is concerned with promoting sex equity by providing equal opportunities for students to choose nontraditional vocational programs. As evidenced by findings of this project, it appears that very few students are enrolled in or have considered a nontraditional occupation that required vocational-technical training. Against this background, NED offers the following recommendations for consideration by the SBVTE as activities which would work toward the attainment of educational equity in vocational education.

Recommendations

Since the task of promoting educational equity is a concern of all educators, NED, in the following section, has presented recommendations which could be considered by not only the SBVTE but also other educator's.

ACTIVITIES WHICH SBVTE MAY WISH TO CONSIDER INCLUDE:

1. In response to the needs generated by the Title IX, some commercial materials are beginning to appear on the market which are not sex stereotyped. It is possible, that some of the vocational organizations within the state will wish to review and revise existing materials and/or develop new materials which provide students with information concerning the requirements of nontraditional opportunities in the various trades and industries for which vocational-technical education is preparing workers. It is entirely possible, however, that before such information can be provided to students that it will have to be gathered by vocational researchers.

2. It may be that the SBVTE could sponsor a program whereby workers who are participating in nontraditional occupational roles or students preparing for nontraditional occupations are brought into the schools to work directly with students for brief periods of time. The National Science Foundation's Women Scientists' Program might serve as a model for such an effort.

3. Inservice and training programs need to be developed for vocational teachers in an effort to insure that treatment, experiences, and training of students enrolled in nontraditional programs are equal to those of other students.

A sample of vocational teachers were interviewed in a recent study completed by the Institute for Research on Human Resources, Pennsylvania State University. It was found that:

> *"While there was little overt resistance to having females in their classes among the teachers interviewed, neither did there appear to be much enthusiasm. Most of the teachers did not consider equal opportunity for females an issue of concern, and they had few ideas about or awareness of how vocational education could be used to increase the probability of job success for nontraditional students. When asked about differences between male and female students, the teachers often cited stereotyped traits and attitudes--females are neater, keep the language purer, sexual attraction causes problems, and males are more mechanically inclined. They did not, however, expect any entry level skills of students in their classes, so the latter could hardly be cited as an excuse for excluding females. Moreover, none of the teachers indicated that they encouraged their students to think and talk about the effects of nontraditional enrollments in their classes. Overall, the teachers saw more positive than negative aspects of having females enrolled, but this was rarely reflected in efforts to increase female enrollment."*[3]

4. SBVTE must assure that students indeed have the opportunity and support to enroll in non-traditional vocational-technical programs. More specifically this means that:

   a. an adequate supply of non-stereotypical promotional materials should be available to high school students;

   b. those students who choose to enter nontraditional vocational-technical programs are supported in their decision by their vocational instructors, and counselors;

   c. the recruitment and selection process does not discriminate or discourage students who are interested in a nontraditional choice; and

   d. Vocational materials are developed that relate required abilities to specific titles and do not relate to gender.

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[3]Morgan V. Lewis and Lynne Warfield Kaltweider, Attempts to Overcome Sex Stereotyping in Vocational Education, Institute for Research on Human Resources, Pennsylvania State University, November 1976.

Career Guidance materials were examined in two studies for the purpose of determining the degree of sex bias they contained. It was found that many such materials categorize jobs as "male" or "female", use one-sex illustrations, and present sex-based norms.[4]

5. SBVTE should encourage the hiring of nontraditional teachers who would serve as role models in their vocational-technical programs.

   In a survey of secondary vocational teachers (1972), HEW reported the following percentages: [5]

Teachers in Agriculture	*100% male*
Teachers in Technical; T&I	*89% male*
Teachers in Distributive Education	*77% male*
Teachers in Health Education	*89% female*
Teachers in Home Economics	*98% female*
Teachers in Office Occupation	*72% female*

6. SBVTE should actively encourage junior and senior high school administrators to comply with Title IX in an effort to open vocational courses (industrial arts and home economics) to both males and females.

ACTIVITIES AND RECOMMENDATIONS TO BE CONSIDERED BY ALL EDUCATORS

1. In order to create an interest in nontraditional occupations, students should be allowed and encouraged to enroll in classes that would provide experiences in nontraditional work areas. For example, it is important that junior high school girls are encouraged to take shop if they so desire. This recommendation is extremely important, as it is noted in this report that course experiences have a great influence on career choice.

2. Teachers at all levels should be provided training in identifying those attitudes and school practices which nurture sex stereotyping as well as develop effective strategies to promote educational equity.

3. Counselor training sessions need to be developed whereby the emphasis of vocational guidance be placed on job requirements and training as they relate to the individual abilities and aptitudes, and that an individual's gender does not limit career options.

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[4] Vetter, et al., Career Guidance, p. 43, Women on Words and Images, Help Wanted: Sexism in Career Education Materials, Princeton, New Jersey, 1975.

[5] Nicholas A. Osso, Characteristics of Students and Staff, 1972, U.S. Department of Health, Education and Welfare, National Center for Educational Statistics, Office of Education, Washington, D.C., 1974, p. 37.

-12-

4. Educators must become aware that many student materials insidiously promote sex stereotyping. If school budgets do not have funds to replace these materials with newly developed non-biased materials, then an alternative would be to openly discuss with students the evidence of stereotypical influences in materials used.

5. Since many students who were interviewed stated that a particular class and/or teacher influenced their career choice, teachers and counselors must be aware of the impact their reactions or practices have on students' career education decisions. Even inadvertant and indirect sexism does have an influence on students' choices.

6. Course titles should be reviewed to assure that they do not encourage sex stereotyping. For example, a course entitled, agriculture could be changed to horticulture or earth environment.

7. New non-stereotyped career materials are being developed and should be acquired, if possible by counselors. A partial bibliography of recent publications can be found in Attempts to Overcome Sex Stereotyping in Vocational Education, November 1976, p. 163-164.

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BIBLIOGRAPHY

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FINANCIAL STATEMENT FOR FINAL REPORT ENDING June 30, 1977
(Date)

FINANCIAL STATEMENT FOR FINAL REPORT ENDING June 30, 1977
(Date)

Project No. 13-76-C-1

ITEMS	Project Budget FY 19--		Total Expenditures on Project		End of Project Balance	
	Agency	Federal	Agency	State/ Federal	Agency	State/ Federal
A. DIRECT EXPENDITURES						
1. Personnel		12,300.00		12,489.84		(189.84)
2. Contractual services		1,812.00		1,955.33		(143.33)
3. Employee benefits	1,079.00		1,235.05		(156.05)	
4. Travel		896.00		896.30		(.30)
5. Supplies and materials		1,700.00		1,700.00		----
6. Communications (include phone calls, printing)		350.00		350.00		----
7. Properties (rentals or purchase of equipment)						
8. Facilities						
9. Product production and dissemination		100.00		100.00		----
10. Project Evaluation						
B. INDIRECT EXPENDITURES						
C. TOTAL EXPENDITURES		17,158.00		17,491.47		*(333.47)

Fiscal Agent/Director: _____

Institution/Agency Name: New Educational Directions, Inc.

* Refund this amount to the State Board of Vocational and Technical Education

APPENDIX A

LITERATURE REVIEW

REVIEW OF THE LITERATURE

January, 1977

Prepared by: Diana H. Bennett
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P.O. Box 307
Crawfordsville, Indiana 47933

for: The Indiana State Board of
Vocational Technical Education

13-76-C-13

Sex stereotyping and its effects upon occupational choice is a fact of life. However, with the coming of the 1970's, movements such as women's liberation have begun to revolutionize the attitudes as well as the occupational decisions of many young people. Suddenly girls are realizing that they can become welders and boys are finding, that they, too, can be good nurses.

WHAT ARE SOME OF THE FACTORS CONTRIBUTING TO SEX STEREOTYPING?

WHAT CHANGES ARE OCCURRING?

WHAT ARE THE IMPLICATIONS FOR THE FUTURE?

New Educational Directions (NED) completed a review of the pertinent literature to seek answers to these questions in January 1977.

The bibliographical source used for this literature review came from an ERIC printout in which the following descriptors were used as the basis for the search: occupational choice, career choice, employment opportunities, occupational aspiration, vocational interests, sex discrimination, sex stereotypes, and sex role. Two other sources, Sex Stereotyping and Occupational Aspiration: An Annotated Bibliography published by the Center for Vocational Education and Issues of Sex Bias and Sex Fairness in Career Interest Measurement published by the Department of Health, Education, and Welfare, National Institute of Education Career Education Program give bibliographical sources which are consistent with those found in this literature review.

WHAT ARE SOME OF THE FACTORS OF SEX STEREOTYPING?

Fought (1975) states that "Unfortunately sex stereotyping begins early, and as proven in the study by Macoby is set as early as the age of three and defined by the age of six." Jerome Kagen (1969) states that his studies show that differences between the behavior of boys and girls can be seen as early as two years of age. In fact Kagen goes on further to say that, "It is interesting to note that the rhesus monkey and the baboon, who are not taught sex role standards, display behavioral differences that resemble those observed in young children."

One factor which may account for this early stereotyping in children is described by Tanney (1974). This paper refers to research done by Farb in which the English language is referred to as ". . . a sexist language that expresses stereotyped attitudes toward one sex at the expense of the other." Specific examples cited in this paper were the fact that the words heir, poet, or laundry worker refer to both sexes yet we also use the terms heiress, poetess, and laundress when we refer to women. Farb also notes that hurricanes are named after women to imply unpredictability.

Once a child enters school and begins to read, sex-stereotyped attitudes are reinforced. Frasher and Walker (1972) analyzed 734 stories about humans in first and second grade reading books. They found that males were the main character in more than three times as many stories as women. Males had occupations outside the home four times as often as women. Men were identified in 58 different occupations

while women were found to be employed in only eleven traditional roles such as teacher, nurse, librarian, and stewardess. Of the forty-six stories showing a breadwinner, the father was the breadwinner in forty-five instances. In addition, girls were shown playing quiet games more often than boys.

Kingsbury (1975) examined ninety-one realistic fiction books from children's literature published in the 1930's, 1950's, and 1970's looking for work models and attitudes. One of the conclusions reached on the basis of this study was the fact that "The world of work in children's books is also a man's world." Two hundred occupations were mentioned in these books but women were cited as working in only forty-five. Teaching, nursing, and domestic work made up the majority of the jobs in which women were shown participating. Kingsbury further states that women were valued in certain occupations and were barred from others. For example, in Baylston's widely-read Sue Barton Student Nurse, Sue Barton was told that she should not become a doctor.

By school age, then, it is not surprising that children have preconceived ideas of occupational choices appropriate for men and women. Vetter (1974) explored research literature and in five studies that she reviewed found that, "The evidence indicates that both sexes of students ascribe some occupations to men, some to women, and some to either men or women."

Brady and Brown (1973) questioned 570 eight and ten-year-olds and found that 62% of the eight-year-old girls and 56% of the ten-year-old girls chose teacher, nurse, or housewife as an occupation. The authors concluded that the majority of these girls had limited their occupational choices by eight years of age. This could also be interpreted to mean that the girls became less sex-stereotyped in their occupational choices as they get older.

Prediger, Roth, and Noeth (1973) in a study of 32,000 students from two hundred schools found that over half of the eleventh grade girls chose occupations from only three of twenty-five job families. The three families were clerical and secretarial work, education and social services, and nursing and human care. On the other hand only 7 per cent of the eleventh grade boys chose occupations from these job families. By contrast almost half of the boy's choices fell into the technologies and trade job families--a prime example of the limited occupational choices of boys as well as girls.

These facts are not at all surprising for not only do language, books, and many other forces in a child's early life influence his early career decisions, but also the professional guidance he gets in high school can sway him toward traditional vocations. Vetter, et al (1974) studied career guidance materials published since 1970 that were written for high school use and found that, "To a greater or less extent, almost all the materials were found to be stereotyped." Most of the illustrations of people of one sex were of men. Male proper names were used more often than female proper names. The number of role models of men was greater than for women. Thirty-six per cent of the materials mentioned the fact that women have different career objectives than men. Fourteen per cent mentioned that women were paid differently than men. Thirty per cent of the materials referred to working mothers. These conditions would appear to re-enforce existing traditional sex stereotyping.

Birk (1974) refers to research done by Birk, Cooper, and Tanney who examined over 2,000 illustrations in popular sources of career information such as the Occupational Outlook Handbook, the Encyclopedia of Careers, and the SRA Occupational Briefs. They found that women as well as ethnic minorities are under-represented. Women are pictured smiling while men appear to be seriously at work; women are seldom pictured outdoors; and the women shown pictured represent a service occupation.

Interest Inventories and their manuals used extensively by counselors in the career exploration process of students also tend to present sex stereotyped material. Schlossberg and Goodman (1972) gave both the male and female form of the Strong Vocational Interest Blanks (SVIB) to twenty-eight men and women. Nine of the women scored high on the occupation of psychiatrist and ten of the women scored high in advertising but neither scale is available on the women's form. Ten men took the tests. Seven of the men scored high on guidance counselor, six scored high on recreation leader, and five scored high on speech pathologist and yet none of these occupations is on the men's form.

Some of the research available seems to indicate that counselors themselves have sexual biases. McEwen (1975) in a review of research concerning the counseling of women found that evidence showed both male and female counselors use discriminatory practices when they counsel females, and that both male and female counselors are misinformed about women and work.

Bingham and House (1973) concluded from their study that male counselors to a greater degree than female counselors operate with a great deal of misinformation. They go further to say that since there is much good information available on the occupational status of women that the problem may be one of attitude rather than misinformation. However, a study by Shuck (1974) in which the attitude of counelors toward women going into the medical profession was researched found that guidance counselors in this study did not have different attitudes toward men or women entering the medical field. This study, however, does support the previous conclusion that counselors did not understand the unique problems of women medical students nor did they have detailed knowledge of admission procedures.

Studies have been done to assess the standing of women in the labor market. McClenden (1976) found that two-thirds of the working women are in white collar jobs with more than half of these women in clerical positions. He concluded that women were in white collar jobs because they are cleaner and safer than the male-dominated blue collar jobs. Dias (1976) on the other hand, points out that there is a scarcity of women at administrative levels because of lower aspiration levels. However, this study also points out that there is a greater number of women who do aspire to administration levels than would be indicated by their numbers at this level. Having young children or planning to have children was significantly related to lower aspiration levels and appeared to affect the numbers of women getting doctorates or advanced degrees. Horner as quoted by Farmer (1976) goes a step further and concludes that women actually have a "fear of success." This fear, it is hypothesized, is related to the fact that successful career women would be rejected by men or by potential husbands.

WHAT CHANGES ARE OCCURRING?

Changes are definitely occurring! A study by Flanagan (1973) indicates that shifts in occupational choices by both eleventh grade boys and by eleventh grade girls have occurred from 1960 to 1970. Particularly noteworthy is the fact that girls' occupational choices have changed from the traditional female jobs of nurse, secretary, office worker, typist, beautician, and housewife to encompass more non-traditional careers such as biological scientist, lawyer, mathematician, political scientist, economist, social worker, sociologist, psychologist, artist, entertainer, and writer.

Not only are occupational choices changing, but also the attitudes toward women staying at home are changing. Farmer (1976) quotes from Astin who says that in 1968 64% of the college women felt that woman's role was to be in the home. This had changed to 24% of the college women feeling so by 1973. Wilson (1975) reports similar responses to a College Student Questionnaire used over a period of ten years with college freshmen women and with senior women in which the biggest changes of attitudes were noted around 1970. In 1969, 42% of the freshmen women wanted four children or more. By 1970 50% of the freshmen women responded that they wanted two or fewer children. In 1965 37% of the freshmen women indicated they wanted a life centering on the home. This had changed to 24% in 1970. In 1965 19% of the women felt that women should be free of domestic responsibility. By 1970 34% held this more liberal view. Men's views also are changing albeit less dramatically. In 1970 57% of the male freshmen felt that women should stay home. By 1973 this had changed to 41%. Wilson further notes that as women are accepting more liberal views of employment particularly in non-traditional areas, they have more problems making decisions about their career choices.

With these changes in attitude occurring it is not surprising to note that interest inventories are also changing. The Strong Vocational Interest Blank is now the purportedly "Unisex" Strong-Campbell Interest Inventory in which the male-female booklets have been combined into one booklet and in which sexist items and terms have been eliminated. It does, however, still contain male and female labels on occupational groupings which are designed to show the sex of the norm groups and not the correct sex for the occupation. Other interest inventories such as the Kuder Occupational Interest Inventory are also in the process of being revised (Tanney, 1974) to alleviate sex role stereotyping.

WHAT ARE THE IMPLICATIONS FOR THE FUTURE?

Can women succeed in non-traditional vocations? Mapp (1973) conducted a project to find out how well women participated in skilled trades. The conclusion was that "Women were no greater risk than males in terms of absenteeism, retention rates, and punctuality." It appears that as more women get involved, employers are changing their attitudes toward women in apprenticeship positions. Surveys conducted by Mapp in 1970 revealed that 66% of the employers felt that there are apprenticeship positions for which women are unsuited. By 1973 only 45% of the employers felt this way. In addition, Farmer (1976) cites research done by Basil which indicates that men having female supervisors usually have positive views of them.

Can men succeed in non-traditional vocations? This seems to be an area wanting research.

What are some of the characteristics which distinguish students who choose non-traditional vocations from those who choose traditional careers? A study done by Karman (1973) deals only with college women. Karman studied upper class women from thirty-eight schools to find the characteristics that distinguished women who made non-traditional career choices from those who made traditional choices. Half of all those responding wanted to teach. Half of those choosing non-traditional careers wanted to be scientists, clinical psychologists, and physicians. It was found that more of those choosing non-traditional careers had a higher socio-economic status and had mothers with a doctorate or other advanced professional degrees. Catholic and Protestant women tended to choose traditional careers while Jewish women more often chose non-traditional occupations. Other characteristics of women choosing non-traditional occupations were that they are better at logical, analytical, and creative thinking; they hold more liberal attitudes about the role of women in society and politics; they are higher achievers; they like science and math; they have higher grades; they communicate with the faculty about academic and vocational problems; they see college as a vocational and liberal education benefit; they participate in more social services and academically-oriented activities; and they are less involved in artistic activities than the women choosing traditional careers. A similar study by Almquist and Angrist (1970) concluded that, 'Thus it appears that more masculine work values characterize career salient and especially atypical choosers, compared with non-career and more typical choosers.'

What are the characteristics of men choosing non-traditional vocations? Do these men have more feminine work values than men choosing traditional vocations. These and other questions relating to the problems of guiding those students who have the ability and the desire for a non-traditional vocation need to be examined more closely. Research supports the concept that experiences that are most helpful to students making career choices are occupational exploratory experiences (Prediger, Roth, and Noeth, 1973), career modeling, and the expectations of the faculty and administration (McEwen, 1975). How well do career education programs eliminate sexual bias in the vocational decision-making process of students? Evidence for a definitive answer to this question is still lacking.

It is known from the review of the literature that many factors such as language (Taney, 1974), children's books (Frasher and Walker, 1972, and Kingsbury, 1975), as well as career guidance materials (Vetter and others 1974, and Birk, 1974), interest inventories (Schlossberg and Goodman, 1972) and, in some situations, counselors as persons (McEwen, 1975; Bingham and House, 1973; and Shuck, 1974) affect the career decisions of young people. However, changes are occurring. There has been a shift in the stated career choices of girls from 1960 to 1970 (Flanagan 1973), attitudes toward women working outside the home are becoming more liberal (Farmer, 1976, and Wilson, 1975), and even the content of interest inventories is changing (Tanney, 1974). Research by Mapp (1974) supports the idea that women in apprenticeship positions are as reliable as men in terms of retention, punctuality, and work attendance. Employers are having more positive attitudes toward the ability of women to handle all types of apprenticeship positions (Mapp, 1974) and men who have had female supervisors usually have positive views of them (Farmer 1976). But many questions relating to the non-traditional career decisions of both males and females remain to be answered.

In addition to the questions above referring to the characteristics of those students who choose non-traditional vocations and referring to the ability of students to succeed in non-traditional careers, there are other questions. What attracts students to non-traditional vocations? Why do some students stay in non-traditional vocational training programs while others drop out? What difficulties do students encounter in choosing non-traditional vocational careers, receiving non-traditional vocational-training, seeking employment in their chosen field, and on the job? How can students best be counseled in choosing a career for which they are best suited? These represent but a few of the basic research questions for which answers largely are still wanting.

What are the implications for vocational technical education programs? Since vocational educators are interested in providing students opportunities to enter careers for which they are best suited and for which they have high interest regardless of the student(s) sex, career guidance policies should be examined. Although it has been indicated that there are many questions yet to be answered in this area, the literature review confirms the fact that such things as career guidance materials, interest inventories, and counselors have all contributed to the maintenance of sex bias. Since the research indicates that students find occupational exploratory experiences, career modeling, and the expectations of the faculty and administration most influential in making career choices, it is important that these areas be closely examined for sex biases.

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APPENDIX B

INTERVIEW GUIDE

INTERVIEW GUIDE

1. Give name and occupational choice.

2. Give reasons for above choice.

3. Give ideas and examples from your personal experiences of where and how sex-stereotyping is or has been nurtured.

4. At what age did sex stereotyping have the greatest influence on you?

5. Do you see these experiences influencing your career goals?

6. When did you first notice that you had a choice?

7. Did you ever consider a nontraditional occupation? What? Why did you reject this career?

8. Many students, who have the ability and desire to go into a nontraditional occupation, reject this choice because of the influences of sex stereotyping. Can you offer any suggestions which would help students feel more comfortable in choosing nontraditional occupations.

APPENDIX C

STUDENT SELECTION PROCEDURES

STUDENT SELECTION PROCEDURES

NED identified nine school corporations in the state which taken as a group appeared to be representative of school districts statewide. Each of these districts was contacted in May 1976 and requested to cooperate in the study and to administer the Ohio Vocational Interest Survey (OVIS) to a sample of their tenth or eleventh grade students. Two corporations declined to cooperate because of heavy commitments already made while a third district initially agreed to cooperate but did not administer the OVIS.

Student selection was based on the OVIS which was administered to a sampling of sophomores and juniors in the spring of 1976. In this survey students identified their first and second occupational choices based on a cluster system of 27-job types. Following this activity, students were asked to rate specific job tasks by using a five-point scale rating system.

Using the students' survey results, NED identified students who showed a high interest in nontraditional occupations, but whose stated occupational plans were considered traditional. In NED's judgement because of this pattern, high interest scored in nontraditional occupations but traditional occupational choices, these students may have rejected what seemed to be a high interest area because of sex stereotyping.

It became evident that the use of the OVIS as a screening device was not yielding the type of student NED had anticipated. For example, in a typical case, Boy A's stated occupational choice was "promotion and communication" but his occupational interests were . . . During the interview this boy admitted that he enjoyed working with animals but this was a planned vocational interest and activity rather than a vocational interest. He felt that he wanted a challenging career with chances for advancement and that "Promotion and Communication" could offer this facet whereas working with animals would not.

Also, the OVIS items themselves connote sex stereotyping. Examples:

"Take dictation in shorthand"

"Use accepted nursing practices in treating patients"

"Train new policemen to manage crowds"

Since many items are sex stereotyped, those students who rated nontraditional occupations high, could, in some cases, not be influenced by sex stereotyping.

The problem was discussed with the SBVTE monitor who in turn had input into the revision of the procedural aspects of the project. The monitor supported NED's decision to interview in groups and recommended that random sampling of eleventh and twelfth grade students be the procedure for student selection since the screening process NED initially had used was not yielding the type of students anticipated. It was agreed by both parties that these revisions could still furnish results in compliance with the needs of the SBVTE and the stated objectives of this project.